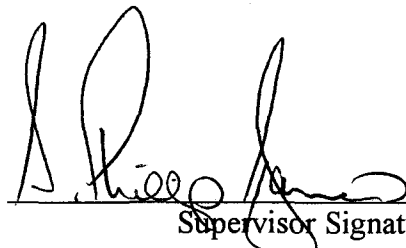


B8595H C  
2.T61-2  
Copy 1

**Training Needs Assessment**  
**For**  
**State Park Service Field Personnel**

Michael N. Hunt

South Carolina  
Department of Parks Recreation and Tourism  
State Park Service  
1205 Pendleton Street  
Columbia, SC 29201

  
\_\_\_\_\_  
Supervisor Signature

S. C. STATE LIBRARY

AUG 10 2004

STATE DOCUMENTS

Submission Date: 03/26/98

Digitized by South Carolina State Library

## **Current Situation and Cause Analysis**

The success of the State Park Service is essentially dependent upon the abilities, knowledge and efforts of the personnel within the organization. It is pointed out in our organization's vision document that "one of the guiding principles established for managing the state park service of the 21<sup>st</sup> century is to invest in the park system's valuable human resources."<sup>1</sup> The field of park management is a multi-disciplined field where employees are called upon to serve in a wide variety of functions and areas of expertise. Successful leaders and managers recognize that effective training and development of personnel certainly is a given in any organization today. We must recognize that the real payoffs generally tend to be long range, which make it even more important for future success. Different organizations, however, certainly have different ways to approach training and development.

The South Carolina State Park Service has a training coordinator who devotes most of his time and effort coordinating training for the State Park Service's 347 field personnel. Although there is no formal training budget established specifically for training, the chief of park operations controls and approves training related expenses. Most of the current training effort focuses on addressing mandatory federal and state (health, safety and security) training requirements. In addition to the mandatory training, there are some basic training programs designed specifically for certain field personnel (i.e. managers, rangers, maintenance) whose responsibilities lie within the major organizational functions. A complete listing of training programs which State Park Service personnel are involved in is shown in Appendix IX. These training programs have allowed the State Park Service to address many mandatory and basic

---

<sup>1</sup> Parks Evaluation Team, Park Lays Out Plan for Human Resources, A New Vision For The 21<sup>st</sup> Century, 1997, p. 93.

training needs for most field personnel. However, training expenses has been pretty limited in the past as we have made a strong effort to get the most bang out of some very limited bucks. There are some personnel (i.e. clerical, custodial, restaurant, etc.) whose responsibilities fall outside of what is considered the mainstream, or the organization's main functions, who are often completely neglected in regard to formal training. In other words we know we have personnel falling through the cracks of our training program. Even though this concern is recognized, there is an even greater concern that we must consider first and foremost. This concern is to ensure that the training that we are able to offer, is on target for the participating personnel. We must be constantly cautious that our training programs do not become static. We must accept the fact that our training needs are ever changing. It is true we live and work in a different world today. Because of so many rapid changes, occurring in our industry and the world in general, we need to carefully survey and analyze our training needs. We can then determine where we need to focus our efforts to ensure the investment of our time, money and other resources is on target.

Our vision document points out two key fundamentals upon which the new state park service will be built in the future: 1.) "The park system will focus on quality, and the integrity of the resource base." and, 2.) "Public access and quality visitor services for out-of-state tourism and in-state quality of life will be central to the mission of the South Carolina State Park Service."<sup>2</sup> The fundamental precept about the importance of customer service is certainly reflected throughout the plan. It is later pointed out that "providing quality customer service is perhaps the single most important feature that distinguishes the South Carolina State Park

---

<sup>2</sup> Parks Evaluation Team, "A New Strategic Direction for the State Park Service", A New Vision For the 21<sup>st</sup> Century, 1997, p. 5.

Service from other state organizations with land management responsibilities.”<sup>3</sup> It is critical that we become more customer focused. With that in mind, it is important that we develop training that is aligned with our vision and guiding principles.

The goal of this CPM project has been to determine the top five training needs of State Park Service field personnel. We shall begin to accomplish this by conducting a training needs survey of field personnel and compare how those identified needs align with the organizations strategic management plan guidelines presented in our vision document, A New vision for the 21<sup>st</sup> Century. This data will be extremely useful in the training planning process for the next fiscal year.

This CPM project will be most helpful for the organization to become more focused on the customer, both internal and external. We can begin to do this by giving every field employee an opportunity to offer input, via the training needs survey. This is the first time a survey of this type has been conducted in our organization. In other words, the first time to allow each field employee an opportunity to have direct input concerning the training programs which are to be made available to them. Other benefits will be realized, too, in addition to our improved focus on the customer. These other benefits will not be measured as a part of this project but are obvious in their intent. This certainly is an opportunity for improved communication, particularly in an upward direction between personnel and management. Also, it is advantageous to utilize the synergy of a much broader and more diverse representation of personnel to determine organizational training needs and the importance of those training needs within the organization. It is very important for personnel to understand that we are earnestly striving to improve the training service provided to them, which therefore enables them to better

---

<sup>3</sup> Parks Evaluation Team, “Quality Visitor Services, Part of Vision for Tomorrow”, A New Vision For the 21<sup>st</sup> Century, 1997, p. 75.

serve the park visitor.

A cause and effect diagram (fishbone diagram) was used in a structured brainstorming process to help explore all possible issues which might influence the project goal. A copy of that diagram is shown in Appendix I.

### **Implementation Plan**

To survey personnel a questionnaire was developed to collect information from each full-time (classified) field employee providing what the employee had identified as his or her highest priority training need. Questionnaires were mailed directly to each park superintendent on November 17, 1997 with instructions for them to be distributed to every full-time staff member for completion and then to be returned by December 15, 1997. There was space for each respondent to include their park location and their position. Names were not requested. Additional information about how each respondent ranked their responsibilities among six general park functions was also requested to help clarify the reasoning behind the decision about an identified training need. The questionnaire also requested some general information about the employee's past training experience.

A total of 347 questionnaires were mailed out. A total of 215 questionnaires (62%) were returned identifying at least one employee training need. Although most responses followed my request to list only their highest priority training need, there were some who listed multiple training needs. From those, only their first listed training need was accepted as their highest priority. An example of the questionnaire form including the instructional cover letter is shown in Appendix III, pages 1 and 2. Two examples of completed responses are shown in Appendix III, pages 3 and 4.

The strategic management plan does discuss the existing training programs but also offers specific guidelines about critical state park service training needs. This is what the plan says: “The current level of training provided by the department is directed at specific areas of operation. The centralized training program is a vital part of our successful operation, but must evolve to meet the changing role of the park system. Programs must be developed that will enable park staff to conduct training programs such as customer service and safety. The state park service will:

- ❑ Incorporate training opportunities that complement strategies for career development;
- ❑ Create a program that provides continuing education to managers, including information on management trends and self improvement;
- ❑ Place emphasis on customer service training for all employees, particularly front line employees, including supplemental employees that are critical to visitor satisfaction;
- ❑ Provide basic interpretive training to superintendents and park rangers. This training should include program development techniques, resource information, public relations, public speaking and evaluation;
- ❑ Provide timely information on training opportunities to all employees;
- ❑ Capitalize on training opportunities with local colleges and universities; the South Carolina Department of Education; the state Budget and Control Board’ Center for Education, Quality and Assessment (CEQA); the National Park Service; USDA Forest Service; and others;
- ❑ Build training partnerships with other agencies or organizations;
- ❑ Restructure and reactivate the State Park System’s Training Council to address the needs of the park system. This council should represent field and central office personnel and meet at least on an annual basis;
- ❑ Solicit ideas from all state park sections and work cooperatively in addressing specific needs in developing training programs; and
- ❑ Develop an annual budget for training needs. A budget would enable the training section to plan for the following year, purchase necessary equipment, and offer programs on a timely basis.”<sup>4</sup>

---

<sup>4</sup> Parks Evaluation Team, P’s. 95-96.

The ten training topic areas listed in Appendix IV, (the training needs most identified in the survey) are also identified as very important in the strategic management plan. All ten of these topics will be targeted for training as training plans are formulated for the next fiscal year. Customer service training (the eighth most identified training need) will be incorporated into every single training program presented by the state park service.

Appendix IV shows the top five training needs of State Park Service field personnel. They are listed in order of priority, which is based on personnel demand, and they align closely with guidelines presented in the strategic management plan in this way. "The (current) centralized training program is a vital part of our successful operation, but the training program must evolve to meet the changing role of the park system."<sup>5</sup> Certainly computer technology and necessary computer training (the most identified training need) are obviously a critical part of the future success of the State Park Service. Every park manager and other field personnel who have access to computers now, or who need that technology to do their job will need to possess competent computer skills. Adequate PC's (personal computers) and more advanced software which is compatible with software now being used in the central office is not installed at every park location. However, a budget has been established to accomplish this by the end of calendar year 1998. This will be carried out under the direction of PRT's Office of Information Technology. The Office of Information Technology is also charged with the responsibility of working with the State Park Service in making relevant computer training classes available to all interested State Park Service field

---

<sup>5</sup> Parks evaluation Team, P. 95.

personnel. This training is scheduled to begin in April of 1998. Classes will be offered at least two days each week for eight months. After that, training will be available on an as needed basis. Classes will be open enrollment and available on a first-come first-served basis. The State Park Service has dedicated three personnel from the ranks of each district to serve as technical liaisons to assist with the the installation and field training process and then to support the helpdesk.

Also, the strategic management plan supports Administration and Operations Training (the second most identified need), Basic Maintenance Skills Training (the third most identified need) and Advanced Maintenance Skills Training (the fourth most identified need). All of these programs are very important parts of the current centralized training program and are recognized as a vital part of our success, as stated in the plan. Concerning the fifth identified topic, the strategic management plan very clearly points out that a key fundamental upon which the new park service will be built in the future focuses on resource stewardship. Resource management training (the fifth most identified training need) must be developed to accommodate the new vision.

### **Evaluation Method**

“Level one: Reaction and level Two: Learning can be measured with relative ease in class, using paper-and-pencil instruments.”<sup>6</sup> Participants will be asked to complete a written evaluation (level one) of each training session they attend. This information will be made available to all instructors involved in the training session and also the training coordinator. Adjustments will be made to training programs based upon the strength of the proposed

---

<sup>6</sup> Scott B. Parry, “Measuring Training’s Return on Investment,” Training and Development, May 1996, p72.



recommendations or criticisms. Participants will also be tested (level two) after each training session by means of a written or oral exam, or by a project assignment prepared by the class instructor to help determine participant's knowledge and skill level. In order to successfully complete any training session, participants must have a score of a minimum of seventy percent on final examinations or final project assignments.

Level three: Application will also be measured. Work assessments shall be used to measure the results of training programs. All supervisors and managers who have personnel attending training programs will be asked to evaluate their employee's performance improvement and the employee's use of newly learned knowledge and skills provided through a training program. They will be asked to formally provide feedback to the employee through the employee's next performance evaluation (EPMS).

In addition, park visitors will be surveyed (level one) to help determine customer satisfaction with employee performance. This data will be compared with data received from the prior fiscal year before any customer service training was offered. Customer satisfaction data is now and will continue to be collected randomly through a current State Park Service customer satisfaction questionnaire. This questionnaire is administered by park superintendents and other qualified staff. Park staff will be rated on four categories: 1.)Friendliness/Courtesy, 2.)Helpfulness, 3.)Speed and Efficiency, 4.)Knowledge of Park. There will be four rating levels for each above category from which the park visitor may choose to rate the employees of that park. The rating levels are: 1.)Excellent, 2.)Good, 3.)Fair, 4.)Poor. Additional space is provided in the questionnaire, too, so the park visitor may expand about their customer satisfaction or dissatisfaction.

All of these opportunities for feedback given to park employees, training participants, and

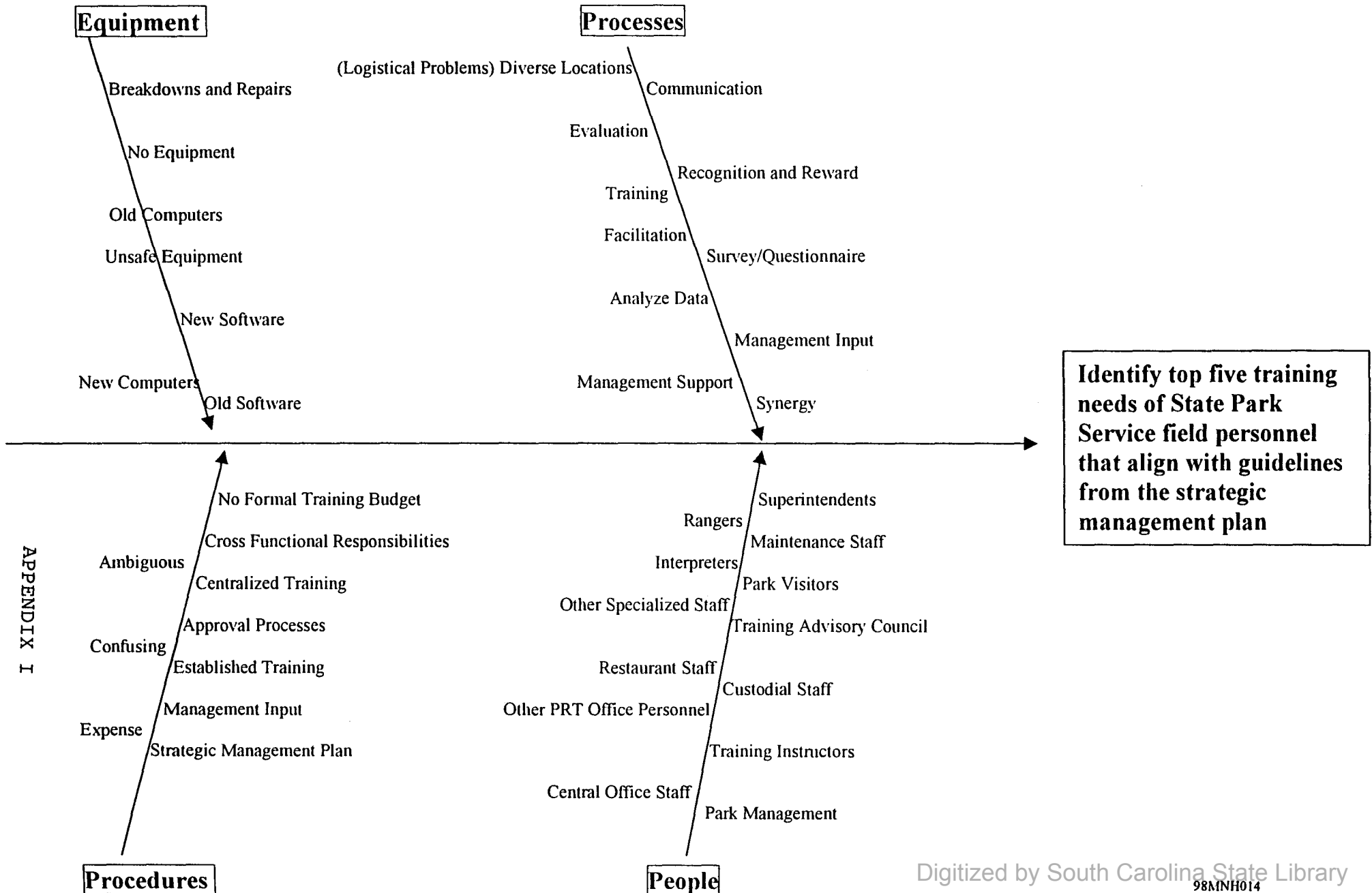
to the park visitors (our customers) about employee performance or specific training programs is important. When this information is compared with the same data from a previous period (i.e. fiscal year) it provides one of the best ways of knowing if targeted training is truly a top training need for the organization. This is important, but at the same time, we also want to know if the training being provided is effective in accomplishing what it was intended to do.

We can be sure that the combined feedback from our customers and our park personnel will help us to know more accurately what our greatest training needs are.

## Bibliography

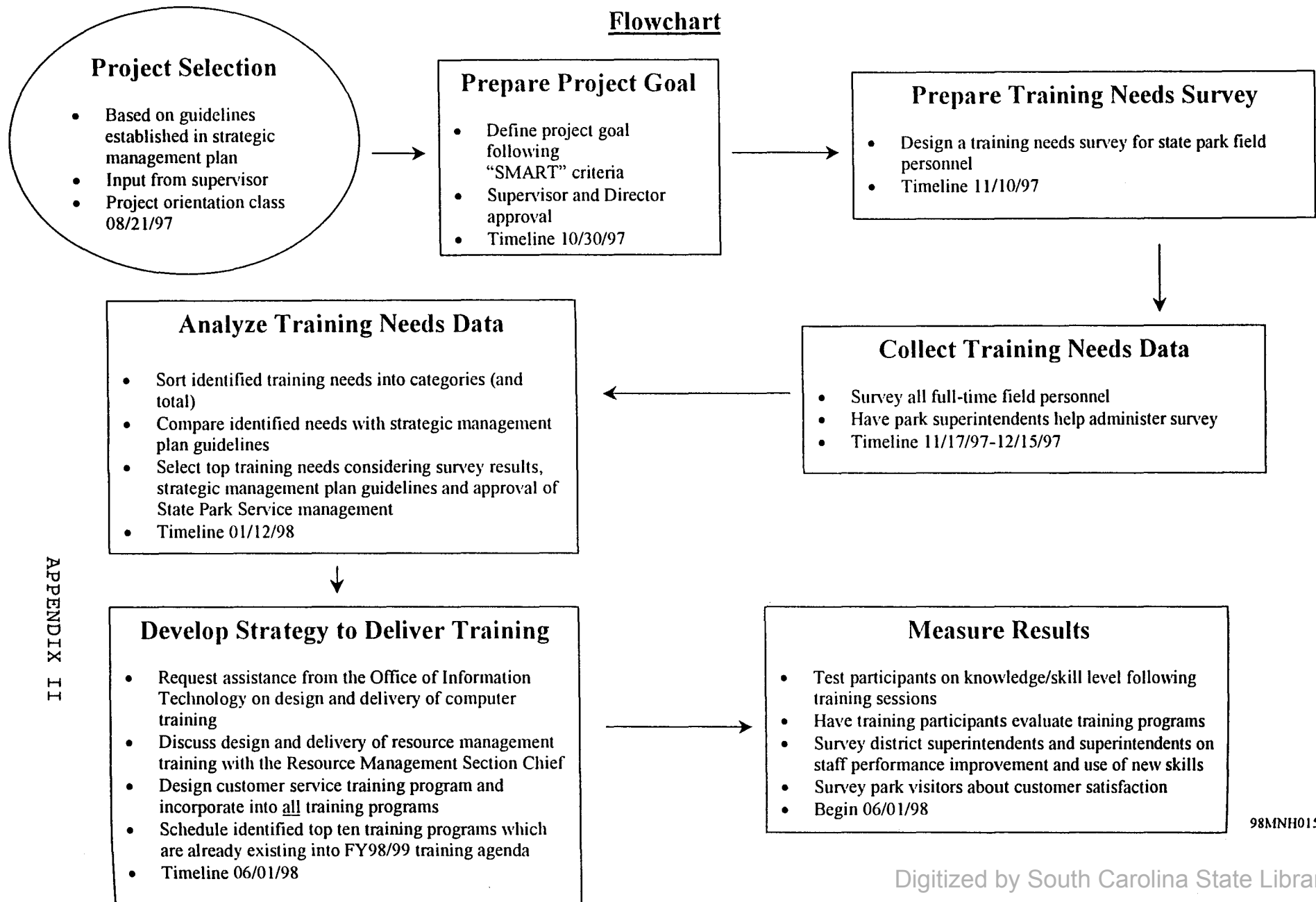
- Brassard, Michael. The Memory Jogger, A Pocket Guide of Tools For Continuous Improvement. Methuen, Massachusetts: Goal/QPC, 1988.
- Parry, Scott B. "To Get Management Buy-In." Training and Development. September 1997: 21-22.
- \_\_\_\_. "Measuring Training's Return on Investment." Training and Development. May 1996: 72-77.
- Parks Evaluation Team. A New Vision for the 21<sup>st</sup> Century. South Carolina State Park Service, 1997.
- Quality Management Skills. Burlington, Massachusetts: Organizational Dynamics, Inc., 1990.
- Williams, Leigh Ann. "Measurement Made Simple." Training and Development. July 1996: 43-45.

# Cause and Effect (Fishbone) Diagram



# State Park Service Training Needs Assessment for Field Personnel

## Flowchart



APPENDIX II

98MNH015

# South Carolina

Department of Parks, Recreation & Tourism

State Park Service

---

MEMO TO: Park Superintendent

FROM: Michael N. Hunt

DATE: November 17, 1997

SUBJECT: Training Needs Assessment

---

---

In our efforts to address specific initiatives identified in the strategic management plan we are conducting a training needs assessment. This is an opportunity for you and your staff to have input in the training we provide to you.

Every full-time (classified) State Park Service employee is encouraged to participate in this process. We are asking each superintendent to assist by making sure each classified employee working at your park gets a copy of the form to offer his or her input. Next, we are asking each superintendent to **collect the completed forms and return them to central operations before December 15.** If there are not enough forms sent with this letter to accommodate all of the (classified) employees at your park please make additional copies. (If you do not have a copy machine call me at (803) 734-0164.)

Thank you for your time, assistance and input in helping us to be more responsive to the training needs of the State Park Service. Please call me if you have any other questions.

M.N.H.

c: District Superintendents

97MNH/277/mnh

Appendix III, Page 1

# South Carolina State Park Service

## Training Needs Assessment

We are interested in what you regard as your highest priority training need. We value your appraisal and wish to use your feedback as we make training plans for the State Park Service. Our resources for training are limited, and we obviously will not be able to address every identified training need. However, the information you provide will be useful as we identify the most commonly regarded important training needs.

Park location: \_\_\_\_\_

My Position (title) is: \_\_\_\_\_

Rank in priority order the following functions associated with your position:  
(1 being the highest priority and 6 being the lowest priority)

- \_\_\_\_\_ Administration/Operations
- \_\_\_\_\_ Maintenance
- \_\_\_\_\_ Interpretation
- \_\_\_\_\_ Resource Management
- \_\_\_\_\_ Business Management/Revenue
- \_\_\_\_\_ Customer Service

MY highest priority training need, right now, is: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

The most valuable and effective training program provided by the State Park Service is:

- \_\_\_\_\_ Field Orientation
- \_\_\_\_\_ Central Orientation
- \_\_\_\_\_ Basic Maintenance (Construction Methods)
- \_\_\_\_\_ Basic Administration and Operations
- \_\_\_\_\_ Other (explain) \_\_\_\_\_

Please offer comments to improve any aspect of the training program: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Please indicate who is responsible for the most recent training you received as a State Park Service employee:

- \_\_\_\_\_ The State Park Service: (indicate the program: \_\_\_\_\_)
- \_\_\_\_\_ Myself: (\_\_\_\_\_ through my own study, \_\_\_\_\_ outside of the State Park Service)
- \_\_\_\_\_ Other (explain) \_\_\_\_\_

Please return your completed form to Central Operations (Attention: Mike Hunt) before  
December 15, 1997.

# South Carolina State Park Service Training Needs Assessment

**We are interested in what you regard as your highest priority training needs. We value your appraisal and wish to use your feedback as we make training plans for the State Park Service. Our resources for training are limited, and we obviously will not be able to address every identified training need. However, the information you provide will be useful as we identify the most commonly regarded important training needs.**

Park location: LAKE GREENWOOD

My Position (title) is: MAINTENANCE SUPV.

**Rank in priority order the following functions associated with your position: (1 being the highest priority and 6 being the lowest priority)**

- 5 Administration/Operations
- 2 Maintenance
- 4 Interpretation
- 3 Resource Management
- 6 Business Management/Revenue
- 1 Customer Service

MY highest priority training need, right now, is: BASIC COMPUTER

## Training

**The most valuable and effective training program provided by the State Park Service is:**

- Field Orientation
- Central Orientation
- ✓ Basic Maintenance (Construction Methods)
- Basic Administration and Operations
- Other (explain)

**Please offer comments to improve any aspect of the training program:** \_\_\_\_\_

## MORE COMPUTER TRAINING

**Please indicate who is responsible for the most recent training you received as a State Park Service employee:**

- ☒ The State Park Service: (indicate the program: NEW VISION)
- ☐ Myself: (☐ through my own study, ☐ outside of the State Park Service)
- ☐ Other (explain) \_\_\_\_\_

**Please return your completed form to Central Operations (Attention: Mike Hunt) before December 15, 1997.**



# South Carolina State Park Service **Training Needs Assessment**

We are interested in what you regard as your highest priority training needs. We value your appraisal and wish to use your feedback as we make training plans for the State Park Service. Our resources for training are limited, and we obviously will not be able to address every identified training need. However, the information you provide will be useful as we identify the most commonly regarded important training needs.

Park location: KINGS Mtn STATE PARK

My Position (title) is: PARK RANGER

Rank in priority order the following functions associated with your position:  
(1 being the highest priority and 6 being the lowest priority)

- 2 Administration/Operations
- 6 Maintenance
- 5 Interpretation
- 4 Resource Management
- 3 Business Management/Revenue
- 1 Customer Service

MY highest priority training need, right now, is: Administration & Operations

The most valuable and effective training program provided by the State Park Service is:

- 1 Field Orientation
- 4 Central Orientation
- 3 Basic Maintenance (Construction Methods)
- 2 Basic Administration and Operations
- Other (explain) \_\_\_\_\_

Please offer comments to improve any aspect of the training program: \_\_\_\_\_

Field Staff Instructors

Please indicate who is responsible for the most recent training you received as a State Park Service employee:

- 2 The State Park Service: (indicate the program: \_\_\_\_\_)
- 1 Myself: ( ☒ through my own study,      outside of the State Park Service)
- Other (explain) \_\_\_\_\_

Please return your completed form to Central Operations (Attention: Mike Hunt) before  
December 15, 1997.

*State Park Service Field Personnel*

**Top Identified Training Needs**

(Total Data from *All Field Personnel* Completing and Returning Survey)

<b><u>Skill or Topic Area</u></b>	<b><u># of Personnel Identifying As Top Need</u></b>
1. <u>Computer Training</u>	68
2. <u>Administration and Operations Training</u>	33
3. <u>Basic Maintenance Skills Training</u>	24
4. <u>Advanced Maintenance Skills Training</u>	22
5. <u>Resource Management Training</u>	18
<input type="checkbox"/> Management Training	13
<input type="checkbox"/> Interpretive Training	12
<input type="checkbox"/> Customer Services Training	5
<input type="checkbox"/> Business Management/Revenue Training	5
<input type="checkbox"/> Law Enforcement Training	4

---

---

*State Park Service Field Personnel*

**Identified Training Needs**

(Total Data from Management Field Personnel Completing and Returning Survey)

<b><u>Skill or Topic Area</u></b>	<b><u># of Personnel Identifying As Top Need</u></b>
<input type="checkbox"/> Computer Training	39
<input type="checkbox"/> Resource Management Training	6
<input type="checkbox"/> Management Training	5
<input type="checkbox"/> Interpretation Training	4
<input type="checkbox"/> Administration and Operations Training	4

*State Park Service Field Personnel*

**Identified Training Needs**

(Total Data from *Ranger Personnel* Completing and Returning Survey)

<b><u>Skill or Topic Area</u></b>	<b><u># of Personnel Identifying As Top Need</u></b>
<input type="checkbox"/> Computer Training	18
<input type="checkbox"/> Administration and Operations Training	17
<input type="checkbox"/> Resource Management Training	3
<input type="checkbox"/> Interpretation Training	5
<input type="checkbox"/> Management/Supervisor Training	3

---

---

*State Park Service Field Personnel*

**Identified Training Needs**

(Total Data from *Interpretive Field Personnel* Completing and Returning Survey)

<u>Skill or Topic Area</u>	<u># of Personnel Identifying As Top Need</u>
<input type="checkbox"/> Computer Training	6
<input type="checkbox"/> Administration and Operations Training	3
<input type="checkbox"/> Resource Management Training	2
<input type="checkbox"/> Interpretation Training	2
<input type="checkbox"/> Basic Maintenance Training	1
<input type="checkbox"/> Community First Aid and Safety Training	1

*State Park Service Field Personnel*

**Identified Training Needs**

(Total Data from **Maintenance Field Personnel** Completing and Returning Survey)

<b><u>Skill or Topic Area</u></b>	<b><u># of Personnel Identifying As Top Need</u></b>
<input type="checkbox"/> Basic Maintenance Skills Training	20
<input type="checkbox"/> Advanced Maintenance Skills Training	18
<input type="checkbox"/> Administration and Operations Training	9
<input type="checkbox"/> Computer Training	5
<input type="checkbox"/> Manager/Supervisor Training	4
<input type="checkbox"/> Resource Management Training	4
<hr/> <hr/>	

# Training Programs For State Park Service Personnel

## Course Listing

Course Key		Course Description	Certification?	Expire in Mths	Presentation Method	Evaluation Method	# Hours
Notes	Course Title						
70	7 Habits of Highly Effective People APM/CPM elective	Covey's 7 habits to effectiveness	<input checked="" type="checkbox"/>		Classroom	Questionnaire	21
15	Adult CPR		<input checked="" type="checkbox"/>	12	Classroom/Skill Dev.	Written Exam	
46	Air Brakes (CDL) Required for drivers when vehicle has air brakes		<input checked="" type="checkbox"/>	48	Classroom/Skill Dev.	Written Exam	
80	APM Certification Required for CPM candidates		<input checked="" type="checkbox"/>		Classroom/Skill Dev.		90
72	APM Electives APM certification requires 30 hours of electives	30 hrs. relevant mgt. Electives	<input checked="" type="checkbox"/>				30
40	Arborist Basic Training		<input type="checkbox"/>		Classroom/Skill Dev.	Written Exam	
56	Arborist Chipper Operation	Chipper Op./Maint.	<input type="checkbox"/>		Classroom/Skill Dev.	Written Exam	
41	Arborist Continuing Education		<input type="checkbox"/>		Classroom/Skill Dev.		
55	Arborist Saw Operation	Saw Op./Maint.	<input type="checkbox"/>		Classroom/Skill Dev.	Written Exam	
3	Basic Administration & Operations Page 0519 of Policies, Procedures & Training Manual	Overview of basic A/O procedures	<input type="checkbox"/>		Classroom	Written Exam	21
4	Basic Building Concepts and Tech. Page 0519 of Policies, Procedures & Training Manual	Intro. to relevant building practices	<input type="checkbox"/>		Classroom/Skill Dev.	Written Exam	35
2	Central Orientation Page 0518 of Policies, Procedures & Training Manual	Orients New Personnel To Organization (Ge	<input type="checkbox"/>		Classroom	Questionnaire	7
59	Change Management The APM candidate may choose between this course and First Things First	Principles & impact of change	<input checked="" type="checkbox"/>		Classroom	Questionnaire	12
48	Combination Vehicle (CDL) This is required if you want to drive combination vehicles		<input checked="" type="checkbox"/>	48	Classroom/Skill Dev.	Written Exam	
10	Confined Space		<input checked="" type="checkbox"/>	12	Classroom	Written Exam	
79	Control Skills and Road Test Practice driving the vehicle until comfortable, confident and competent	Skill in vehicle op. & safe driving	<input checked="" type="checkbox"/>	48	Skills Development	Demonstration	

# Training Programs For State Park Service Personnel

## Course Listing

Course Key		Course Description	Certification?	Expire in Mths	Presentation Method	Evaluation Method	# Hours
Notes	Course Title						
73	CPM Electives	70 hrs. relevant mgt. Electives	<input checked="" type="checkbox"/>				70
7	Cultural Resources Management Page 0519 of Policies, Procedures & Training Manual		<input type="checkbox"/>		Classroom		
12	DDC-8 (Defensive Driving)		<input checked="" type="checkbox"/>	36	Classroom	Questionnaire	
51	Doubles/Triples (CDL) This is required if you want to haul double or triple trailers		<input checked="" type="checkbox"/>	48	Classroom/Skill Dev.	Written Exam	
35	Electrical Certification (Journeyman) Certification provided through the Municipal Association		<input checked="" type="checkbox"/>		Classroom/Skill Dev.	Written Exam	
36	Electrical Certification (Master) Certification provided through the Municipal Association		<input checked="" type="checkbox"/>		Classroom/Skill Dev.	Written Exam	
74	EPMS Certification	Conducting an employee evaluation	<input checked="" type="checkbox"/>				
71	Executive Strategies Three special Ex. Institute sessions for CPM candidates	Mgt. topics through Ex. Institute	<input checked="" type="checkbox"/>		Classroom	Questionnaire	
1	Field Orientation Pages 0516-0517 Policies, Procedures & Training Manual	Orients personnel to job/organization	<input type="checkbox"/>		Classroom/Skill Dev.	Observation	
85	Firearms Recertification	Requalify in Basic Revolver Course	<input checked="" type="checkbox"/>	36	Skills Development	Demonstration	
14	First Aid and Safety		<input checked="" type="checkbox"/>	36	Classroom/Skill Dev.	Written Exam	
58	First Things First The APM candidate may choose between this course and Change Management	1st Covey habit/effectiveness	<input checked="" type="checkbox"/>		Classroom	Questionnaire	12
37	Fundamentals of Search and Rescue (FUNS) Certification provided through (NASAR)		<input checked="" type="checkbox"/>		Classroom/Skill Dev.	Written Exam	
45	General Knowledge (CDL) This must be successfully completed by all CDL candidates before skills tests		<input checked="" type="checkbox"/>	48	Classroom/Skill Dev.	Written Exam	
84	GIS Training This program is necessary prior to using the GIS equipment		<input type="checkbox"/>		Classroom/Skill Dev.		
49	Hazardous Materials (CDL) This is required if you want to haul hazardous materials		<input checked="" type="checkbox"/>	48	Classroom/Skill Dev.	Written Exam	



# Training Programs For State Park Service Personnel

## Course Listing

Course Key		Course Description	Certification?	Expire in Mths	Presentation Method	Evaluation Method	# Hours
Notes	Course Title						
8	Hazzard Communication		<input checked="" type="checkbox"/>	12	Classroom	Observation	
This training is required of all employees							
16	Infant and Child CPR		<input checked="" type="checkbox"/>	12	Classroom/Skill Dev.	Written Exam	
24	Law Enforcement (1st Core Course)		<input checked="" type="checkbox"/>	36	Classroom	Written Exam	4
25	Law Enforcement (2nd Core Course)		<input checked="" type="checkbox"/>	24	Classroom	Written Exam	4
22	Law Enforcement (2nd Legal Update)		<input checked="" type="checkbox"/>	24	Classroom	Written Exam	2
26	Law Enforcement (3rd Core Course)		<input checked="" type="checkbox"/>	12	Classroom	Written Exam	4
23	Law Enforcement (3rd Legal Update)		<input checked="" type="checkbox"/>	12	Classroom	Written Exam	2
21	Law Enforcement (1st Legal Update)		<input checked="" type="checkbox"/>	36	Classroom	Written Exam	2
19	Law Enforcement Basic Certification		<input checked="" type="checkbox"/>	36	Classroom/Skill Dev.	Written Exam	32
Required of all fulltime law enforcement personnel; (provided through CJA)							
27	Law Enforcement Electives		<input checked="" type="checkbox"/>		Classroom/Skill Dev.	Written Exam	
20	Law Enforcement Special Basic		<input checked="" type="checkbox"/>	36	Classroom/Skill Dev.	Written Exam	80
Required of all limited duty law enforcement personnel; (provided through CJA)							
69	Leadership Seminar	Current mgt. trends & practices	<input checked="" type="checkbox"/>		Lecture	Questionnaire	6
Presentation by leading international expert on current mgt. trends and practices							
11	Lockout/Tagout		<input checked="" type="checkbox"/>	12	Classroom	Observation	
38	Managing the Search Function		<input checked="" type="checkbox"/>		Classroom/Skill Dev.	Written Exam	
Certification provided through the National Association of Search and Rescue							
6	Natural Resource Management		<input type="checkbox"/>		Classroom		
Page 0519 of Policies, Procedures & Training Manual							
28	Other Law Enforcement Training		<input type="checkbox"/>				



# Training Programs For State Park Service Personnel

## Course Listing

Course Key		Course Description	Certification?	Expire in Mths	Presentation Method	Evaluation Method	# Hours
Notes	Course Title						
77	River Rescue		<input checked="" type="checkbox"/>		Classroom/Skill Dev.	Written Exam	
39	Search and Rescue Exercise		<input type="checkbox"/>		Skills Development	Observation	
64	Staff Development Methods for Managers	Principles & benefits of training	<input checked="" type="checkbox"/>		Classroom	Questionnaire	6
65	State Government Processes	State gov't. SOP's, practices, etc.	<input checked="" type="checkbox"/>		Classroom	Questionnaire	12
44	Supervisory Skills	Skills for today's supv.	<input checked="" type="checkbox"/>		Classroom/Skill Dev.	Questionnaire	24
A team project is required on the last course day							
50	Tankers (CDL)		<input checked="" type="checkbox"/>	48	Classroom/Skill Dev.	Written Exam	
This is required if you want to haul liquids							
67	Team Skills	Purposes/types/benefits of teams	<input checked="" type="checkbox"/>		Classroom	Questionnaire	12
Excellent for someone interested in team management							
61	The Effective Manager	Role and skills of a gov't mgr.	<input checked="" type="checkbox"/>		Classroom	Questionnaire	15
This class is for more experienced supervisors who want a management career							
63	The Managers Role In Planning	Planning skills for managers	<input checked="" type="checkbox"/>		Classroom	Questionnaire	6
53	Waste-Water Operator Cont. Ed.		<input checked="" type="checkbox"/>	24	Classroom	Demonstration	12
12 hours of relevant continuing education is required every two years							
30	Waste-Water Operator Initial Certification		<input checked="" type="checkbox"/>	24	Classroom	Written Exam	20
81	Water Operator Cont. Ed.		<input checked="" type="checkbox"/>	24	Classroom	Demonstration	12
12 hours of continuing education is required every two years							
29	Water Operator Initial Certification		<input checked="" type="checkbox"/>	24	Classroom	Written Exam	20
Certification provided through Labor, Licensing and Regulation (LLR)							
54	Windows 95	How to Navigate Windows 95	<input type="checkbox"/>		Classroom	Questionnaire	4